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UNIVERSITY COLLEGE OF THE
FRASER VALLEY

LETTER

NEWS



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FSA NEWSLETTER

December

From the Editor . . .

Well, we've come to the end of another year, and I'm sure we're all looking forward to the Yuletide break, as long as we don't have to sit on a committee to decide what presents to give and to whom.

As editor, I want to thank the many members (and even some non-members) who have contributed articles to the *Newsletter* over the past year; I've heard nothing but positive comments about Alastair Watt's articles, Ron Dart's column, Gary Karlsen's submission, and *Dave and Barry's Excellent Wine Adventures*, to name only a few. Well over a year ago we set out to express the varying views of as many members as possible on issues relating to the membership, and I believe we have had some success in doing just that.

Of course the indefatigable members of the FSA Executive need to be recognized for the work they do, and (to be truthful) for putting up with Fenella and me when we hector them into meeting each issue's deadline.

I am also heartened by the members who have complimented the editorial staff on our effort in putting out the *Newsletter*; it is as most of you realize a big job. My gratitude goes to Fenella for her unflagging and spirited support.

When we return in January, we face two important negotiations: contract and university-college. Incidentally, the contract settlement at Capilano does not look favourable: they accepted a three-year package with **no** salary increase during the first year, 5% during the second year, and an increase in the third year based on the average of settlements at other colleges.

Reduction in workload (reduced by half a section to eight sections per year beginning next fall) is an area where they made some gains.

Kwantlen's membership, on the other hand, have voted overwhelmingly to strike if they do not get close to what they want. (They previously rejected an offer of 5.5% in the first year of a three-year agreement). Evidently, after the strike vote, the Kwantlen College Board countered with another three-year offer: a 6.5% salary increase in the first year and salary reopeners in the following two years. You don't have to be a veteran negotiator to see the current trend in collective bargaining.

In addition to our contract negotiations, we have our work cut out if we are to insure that the transition from college to university-college is successful. (See Kevin Busswood's article on two of the more sensitive issues arising from our expansion into third- and fourth-year.) If you thought the fall term was busy, wait until you see what's coming in the New Year.

As it is that time of year, I want to mention my New Year's resolution: Since some FSA member have indicated that *they feel reluctant or uneasy about submitting letters or articles to the Newsletter* as a result of my joke about mixed metaphors (a result I never intended and one that is contrary to the express purpose of our *Newsletter*), I will refrain from publicly pointing out such things in upcoming issues.

Best wishes to you and your family over the festive season.

Allan McNeill

Report from the President . . .

This promises to be a rather long, rambling epistle covering an array of subjects. I'd like you to read it all, of course, but in case you want to read in bits in order to savour the prose style, I'll provide subject headings to aid you in finding your place once again.

General Meeting

On January 21 at 3:30 in the lecture theatre in Abbotsford, there will be a general meeting for all FSA members. (I know this inconveniences some with Block E classes, but it's the best we can do.) There will be budget items for your approval (see below), but the gist of the meeting will be to establish priorities for negotiations. The meeting will be ruthlessly efficient. We'll meet first as a whole group, and then divide for discussion of particular contract issues, and direction on negotiations.

Executive decisions on budget and bargaining

The FSA executive has made some significant decisions on your behalf, and it seems only right that you should know about them. The first has to do with the **budget**. The college may have a planning budget for ACCESS, but we don't. Given the extra demands placed on the FSA for representation on committees, attendance at meetings, etc., the executive voted to buy additional release time for some duties. During this term, we have approved additional course releases for the Communications chair (from 1 to 2 over the year), the President (from 2 to 3 during this

year's spring semester), and release time for the Staff JCAC chair (up to 4 hours per week).

All these releases were deemed necessary to do our work adequately, given the frantic nature of planning and the need for communication. However, this puts us considerably over the budget approved at the annual general meeting, so we now need to come to the membership for your approval of our decision. I will save for the general meeting the specific arguments for buying additional time. In general, though, we all felt that 1) the general interests of faculty and staff would not be served if those representing you didn't have time to do it properly and 2) much of this planning is in anticipation of increased membership next year—which means increased income for the association.

The second decision involves **bargaining**. C-IEA has been encouraging locals to participate in co-ordinated bargaining this year. A number of associations have contracts expiring at the same time, and C-IEA plans to co-ordinate the bargaining collectively for five items: wage parity, enhanced benefits, limits on aggregate workload, limits on the use of non-regular faculty, and a standard for professional development. Donna Abrams from the C-IEA office met with our executive to explain the goals and the process of participating. She asked that we bring this issue to our general membership for a vote.

The executive voted not to participate in co-ordinated bargaining this year. Our decision was not based on any distrust of or desire not

to work closely with other C-IEA locals. In principle, many on the executive do agree with co-ordinated bargaining. The two central reasons for not participating are these:

- 1) It was not clear to us that the interests of support staff are served when we co-ordinate bargaining with other faculty on what are essential faculty issues;
- 2) this year, because of our complex negotiations involving degree programs, arrangements with Simon Fraser University, etc., we must be even freer to establish our own bargaining priorities.

There were a couple of other reservations expressed about co-ordinated bargaining.

- 1) The centralized bargaining in Ontario colleges has not worked well because it tends to level out the all the differences among the various institutions. Some of those differences are valuable and community based. While the C-IEA proposal does not suggest large scale centralized bargaining, there is some concern about heading in that direction. Our local has strongly advocated that C-IEA not lobby the government for centralized bargaining.
- 2) The salary goal suggested by C-IEA seems unrealistic when for some faculty it would mean a 10% lift in one year. (A salary just above the Douglas College scale is the specified goal.) So far, the Selkirk and VCC associations have voted to participate in a bargaining council; Douglas and Capilano (who just settled their contract this month) have opted out.

All this said, the executive are not opposed to co-ordinated bargaining on some issues. As long as faculty and staff at our institution are in the same association, however, it will be difficult for us to participate fully.

At the C-IEA Presidents' Council Meeting in mid-November, I was roundly chastised for bringing the issue of co-ordinated bargaining only to the executive rather than calling a general meeting. Because the staff representatives on the executive were unanimously opposed to co-ordinated bargaining, and the faculty were nearly unanimously opposed, I concluded that the opinion of the membership was probably fairly represented. If you wish us to reconsider, please make a loud cry. I will, at any rate, introduce the subject at the general meeting to see if there is a strong desire for discussion and reconsideration. In the meantime, anyone who wishes additional information on the subject can contact Fenella, and material will be sent to you.

Careers West Shop Steward

We have no shop steward for the Careers faculty in Abbotsford. All of our pleas and nomination forms have fallen on deaf ears. Ironically, when I arrived back in August, my first phone call was from a Careers West faculty member who wished to launch a grievance. I had no shop steward to whom to refer him. The grievance is being looked after, of course, but my point here is that the complacency in that area is unwarranted.

The moral of this story is that some Careers faculty member needs to volunteer for this position. How about someone relatively new to the college? It's a great way to become acquainted with your colleagues in their more controversial modes!

ACCESS matters

On Friday the 22nd we met formally with representatives from Simon Fraser University to begin negotiating the arrangements between our institutions. By "we" I mean the senior management, the ACCESS committee chair, and me. "They" included their academic vice-president, deans of arts, applied science, and education (and a stand-in for their dean of science, who was away), and their academic planner. I would characterize the meeting as genial and co-operative; everyone seemed eager that this enterprise go well. They seemed very cautious, and asked many of the right questions. It was clear, however, that the speedy pace to which we've become accustomed lately was not going to work with SFU.

This will all be reported on in more detail in ACCESS minutes, no doubt, but I did want to reassure you that faculty and contract concerns which I raised seemed to be taken very seriously. Their academic planner asked for a copy of our Collective Agreement. It was, however, uphill work explaining to them that we do not operate under a system of academic rank. Promotion and tenure are thoroughly ingrained in university faculty thinking. Their caution was that faculty, especially newly hired faculty, would chafe under a system without these kinds of rewards.

On the week-end of the 29th and 30th, Germaine Baril and I will be attending a C-IEA-sponsored workshop on issues surrounding degree-granting in the colleges. We will, in particular, focus on what positions C-IEA might take in provincial lobbying with respect to the colleges involved. Since the government will be

drafting legislation affecting the university colleges, it is important that our associations have a voice in influencing this legislation.

I have, on behalf of staff and with the direction of the executive, sent a letter to Dr. Jones and Mr. Bompas to request that a list of anticipated staff positions be drawn up as soon as possible so that staff can have as long a lead time as possible to consider what positions they might wish to apply for, and to prepare for those positions. I suggested that the staff subcommittee of the ACCESS committee be consulted for help in preparing such a list.

The election

Is there life after the Socreds? Without Bills 82 and 19, life should be easier. But the real question is, will we **finally** be able to plan anything in education? I should have some sage observations on the politics of the day, but I figure that a) hardly anyone's actually read this far in my report and b) if you have, you probably wish I'd shut up.

Christmas

Yes. Go ahead and have one. Also, the Christmas dinner/dance is "ours" as well as the College's--that is, we pay for part of it. If you are "old" employees, you should come and encourage "new" employees to come.

As is customary, the FSA contributes to the five food banks in our college region. Last year, because the need was so pressing, we increased our contributions from \$100 to \$200 for each food bank. The need is no less pressing this year.

Virginia Cooke

From the Grievance Chair . . .

Over the next few months, there will be a large number of staff/faculty positions created. Hopefully, this will create "career laddering" for our members.

The creation of these positions will mean many things to us as union members. Two initial things that will concern us will be Selection Advisory Committees and the term "internal status." The Selection Advisory Committee, otherwise known as an SAC, is often seen as the dread committee to be on. People do not like to sit on an SAC for many reasons. Often, our Shop Stewards have problems getting people to sit on such a committee.

Time is a critical problem. First, there is an election; then, the meeting to decide selection criteria. Next is the shortlisting meeting. Lastly, the interviews. Everyone is so busy that it is difficult to try and coordinate all of these meetings.

If you are on an SAC and feel that part of the process may be violating the Collective Agreement, speak to your area Shop Steward or the Grievance Chairs.

Part of the SAC revolves around the term "internal status." What is internal status? According to Article 14.4a of the agreement, the internal candidate has certain rights. Read the Article and be familiar with those rights.

Internal status and career laddering go hand in hand. If an external applicant is given the posted position, an internal candidate has **five working days** to grieve. Often we hear

about it after the time limitation has run out. Immediately contact your area steward or Grievance Chair to find out if you have a grievance.

Internal status for staff/faculty members means a chance at career advancement, maybe a career change or just the chance to work in a different environment. It allows us to expand our horizons if we meet the selection criteria of the posted position.

Over 90% of all grievances across the province (and at the College) result from SACs. We have had one that ended in arbitration; many that have been settled at the informal resolution stage. Presently, we have one that may well end up in arbitration.

When you are elected to an SAC, the FSA sends you the information that tells you your responsibilities as a committee member. If you are unsure, contact your steward or Grievance Chair. Become involved. There will be ample opportunity to do this as we hire the new staff/faculty for UCFV.

The growth we will be experiencing over the next few months has everyone working on a vast number of committees. One area of concern for me is that Careers West still has no Shop Steward. With negotiations underway, along with the new hiring, this area needs a shop steward. This term would end on September 1, 1992. We desperately need to have this area represented. If anyone would like to take on this responsibility, contact Fenella Sobchuk or me.

Perla Werk

In Guise of a Progress Report . . .

In the past few weeks many of us seem to be drowning in an avalanche of meetings and requests for information, to say nothing of the resulting memos, and, at times, one wonders if anything "concrete" is coming out of all this expended time and energy. The Contract Committee on University College issues has, thanks to the thoughtful input of many experienced FSA members, identified and discussed several areas that need to be addressed. We are now looking at and comparing specific proposals concerning the make-up and functioning of SACs; the career ladder concept for staff; the faculty workload and duties in light of what may be considered

scholarly activity; and the concomitant evaluation of said activity.

Needless to say we welcome all comments and suggestions that you may have regarding the above or any other pertinent matters, and indeed urge you to make them.

Any proposed amendments to the existing Collective Agreement will, of course, be subjected to long and hard scrutiny as we keep in mind the old adage: "If it ain't broke, don't fix it."

Germaine Baril
Contract Subcommittee Chair

Workload and Scholarly Activity . . .

The decision to make Fraser Valley College into University College of the Fraser Valley has some serious consequences for faculty and staff. Of particular concern is how faculty who will be teaching third- and fourth-year courses will be treated with regard to workload and time for *scholarly activity*.

When I arrived at FVC in August of 1976, the teaching load for a UT faculty (Arts) member was 10 sections. At that time section size tended to range from 12 (in some 2nd-year courses) to 25 in well-enrolled survey courses. In the fall of 1991, I am teaching 8 sections of between 35 and 40 students each. Simple arithmetic reveals that

I am teaching more students today than I taught in 1976.

In the bad old days of FVC we determined that 10 sections was too many. We bargained for 8 and there we have remained except for an occasional 9th course during the dark years of restraint. Let us not fool ourselves. Our present workload is the result of a compromise reached through collective bargaining during tough times and does not reflect any notion of what might be an appropriate workload for college instructors. The totality of our workload will always be the result of collective bargaining--a compromise between the often conflicting ideas of value and fairness. Within the total

hours of our workload we might be able to take a more creative approach than has been previously possible.

As we are joined by new colleagues, or as some of us begin to teach 3rd- and 4th-year courses, it may be reasonable to propose that faculty teaching upper-level courses should have time for scholarly activity, and that this activity should be acknowledged in terms of a smaller teaching load. Indeed, we fully expect that our university partner will insist on some recognition of the need for those who teach upper-level courses to engage in scholarly activity. I suggest that it is just as reasonable to suggest that faculty teaching first- and second-year courses should have similar opportunities for scholarly activity. I further suggest that the time has come to take a serious look at how our workload is constructed.

Recall that we originally grew out of the vision of the McDonald Report and the hard work of community members and educators in the Fraser Valley. For too many years the founding vision has been distorted by a government that never fully shared the assumptions of community and educators about what a community college can and should do. For too many years we have been unable to give full voice and substance to the concept of "comprehensive college." We have offered a wide range of courses and programmes—we have offered a broad spectrum of classroom-oriented experiences, but we have not been able to fully respond to the needs of the communities which surround us.

We have of course dreamed about what might be done. More than that, we have actually dared to try some interesting things: remember the original relationship with Coqualeetza; remember Alice Davies and her

work with the disabled and mentally handicapped; remember the dreams that Community Education had; remember our centres in Agassiz and Hope and their dreams of expansion; remember the ideas that some had about working with the K-to-12 system. Get a few college veterans together and you can quickly construct a long list of ideas, originating in every corner and programme of the college, ideas which took us out of the classroom into the community and which brought the community into the college. We have never lacked vision and purpose; we have, however, lacked the resources and the leadership at the political level to enable us to fulfil the breadth of our mission and goals. How many times has our leash been jerked? How many times have we had our initiatives fail because they have not fitted within the straitjacket of formula funding and provincial priorities?

We were allegedly a comprehensive community college. Now we are allegedly a comprehensive university-college. We argue that the breadth of vision and service which characterized our existence as a college survives and is even enhanced by our transformation into UCFV. I propose that unless we seize upon the opportunity created by our *evolution* and by the change of government we will never do justice to our founding goals. Becoming a university-college is an exciting change, but it is very much in the mainstream of post-secondary education. We must not let the change rob us of the opportunity and drive to serve a broader range of interests in our communities.

The great resource of this institution is its people—faculty, staff and administration. Our people comprise a link between the community and the history of traditions of

our disciplines, crafts and skills. Our primary method of sharing what we do occurs in the classroom, but think of the many other ways that we have thought of and tried: our people speak to community groups, do community research, historical research, fundraising, help organize transition houses, and community service organizations. We work with native and ethnic groups. We write and perform plays, serve on boards and committee, write for local papers, provide services for the elderly--the list is long and growing longer. A major problem, however, is that we have never been able to say to our people "you can and should do some of these things as part of your work for the college." We have relied on the extraordinary energy and commitment of people and have never properly rewarded them, or, more importantly, facilitated this work so that the community can come to count on it.

I am making a modest proposal. Since the opportunity arises to consider how scholarly activity is to become a part of the workload of some faculty members, let us take the opportunity to ensure that scholarly activity is broadly defined and linked to other opportunities to deal creatively with workloads at UCFV.

I believe we can do this simply. In the past, we have run afoul of our own worst instincts by trying to ensure, during a time of great stress and restraint, that we all work equally hard. Instead of looking for ways of being creative, we simply created an accounting procedure for the myriad of activities that we undertake as part of our life at the college. I must tell you that I don't care whether someone else has more or less marking than I do, does more or less preparation, drives more or fewer miles or sees more or fewer students. I take the view, one shared by

many colleagues I suspect, that the various components of a workload tend to balance out. Those with heavy marking loads make adjustments in what they do in the classroom. Those who work one on one with students may arrange their assignments to do less marking. A professional workload is inevitably heavier than a 35 hour week. I assume that professionals find ways of balancing demands such that the work gets done. Where truly unjust demands are made we have adequate and collegial procedures for adjudicating these.

We have also tripped over the disparate demands made by different sectors of the college. Career and vocational instructors have looked askance at university transfer. Science looks suspiciously at Arts. Let us assume that the FSA and management can continue to find some rough justice within the constraints of provincial expectations and disciplinary or craft standards. If we narrow our vision and become preoccupied with such accounting, we will not move ahead.

Let me suggest for your consideration that we explore how to creatively expand opportunities for working for UCFV. Let us do so while protecting some freedom of choice. Those who teach at FVC might assemble a workload by proposing work in a number of broad categories: CLASSROOM INSTRUCTION, ADMINISTRATION (special committees or task groups), COMMUNITY (including CE, community research, secondments, etc.), SCHOLARLY ACTIVITY (discipline-oriented work, including research, text writing, publishing, much of what we now call professional development, etc.), and PEDAGOGICAL (teaching skills, curriculum development, etc.).

An instructor (or administrator, or staff member) might choose in any given semester to take up to a certain percentage of his or her workload under a heading other than classroom instruction. (One might also choose to stay in the classroom completely--the system should be voluntary.) The determination of what percentage of workload could be given to a project might be done at first by a committee who would over time construct some guidelines concerning workload equivalencies.

People will quickly ask how such additional activity might be funded. To this there is no easy answer. I must say, however, that if, while remaining a comprehensive teaching institution, we fund scholarly activity out of our base budget, we should by rights find ways of funding other components. We must persuasively reacquaint our new government with the history and goals of the community

college movement. That which cannot be funded from within may require a search for grants and other funds. Perhaps we should have a fulltime fundraiser on staff to help us achieve our goals.

My suggestions are written for the sole purpose of stimulating some debate and consideration. I have not attempted to flesh out the vast possibilities that can be explored under different headings and regimes. You may have better ideas concerning categories and the myriad of other factors involved. I wish to emphasize that whatever we do, we do to enhance our ability to fulfil our mandate vis-a-vis the community and the educational vision which is at the heart of our institution. I believe that as a community of scholars and college workers we have individually held to a vision to which we must now give life and form.

Kevin Busswood

Some Thoughts on Access . . .

Part Two

We need to recognize that teaching is an important and time-consuming activity at any level of the university program. If we structure our teaching loads correctly we will encourage present and future faculty to teach a mix of upper- and lower-level university courses. We will still need to hire faculty who function best in prep and lower-level courses, but other future faculty should be hired to teach both upper- and lower-level courses. We should also encourage existing faculty to teach some upper-level courses. We should never hire anyone to teach only upper-

level courses. This would be divisive and destructive.

We must pay more than lip-service to our claims of being a *teaching* institution. We have to build in a recognition that teaching is an activity that does not change in nature as one moves from prep to lower- to upper-level academic courses. One way to do this is to aim at a common teaching load, such as twelve hours per week with release time to prepare courses new to the instructor. This should apply to courses at any level.

One can argue that there is more preparation needed for upper-level courses but I would argue that in fact there is probably more variation in the necessary preparation time across disciplines than across levels. I argue that once the basic preparation for a course is done, assuming a certain level of instructor intelligence and competence, the effort to teach the course is not overly dependent on the level of the course. To my mind, the amount and rate of change within a given area are the most important factors in determining the needed preparation time. However, these vary over time, with most areas experiencing some periods of rapid change. One could also argue that teaching itself is an area of rapid change. In any case, it would seem both fair and prudent to avoid such decisions and allow for a fixed release for each new or first-time course. For example, we could allow one release for the first time an instructor offers a course.

I have been told we cannot afford to do any of this. I don't know that we cannot. Perhaps the extra upper-level funding we get will allow something like this if we are careful. Perhaps we can convince the government there is something worth extra funding in all of

this. I do know that we cannot afford the price of not doing it.

If we don't do something like the above, we will inevitably build in an elitist attitude to the teaching of the upper-level academic courses. We will create a permanent two-tier faculty scale with ongoing repercussions. Having built in such an attitude we will see the inevitable erosion of our university college as a community- and service-oriented institution.

However, if we do move in directions which focus on a teaching role at all levels, we create something genuinely different and good. We could encourage development of new courses and genuinely innovative ways to offer courses at all levels. We could be something other than another small-scale undergraduate factory.

I am very aware we face some great risks; I am also aware we have a great opportunity to build from a good base. Think about our future as you help make the decisions which shape it.

Doug McDowell

The Smith Report . . .

Considerable attention has been given to the Report of the Commission of Inquiry on Canadian University Education, written by Dr. Stuart Smith and published earlier this fall. When I read the report, I was struck by how compatible much of Smith's thinking is with our own expressed educational objectives for our university college.

A copy of the complete report is available in the faculty prep room--along with other materials collected by the ACCESS committee--and another in the FSA office. I have, however, gone

through the "List of Actions to be Taken" (pp. 134-146 of the Report), and extracted those conclusions relevant to four-year institutions. I think you'll be gratified, if not surprised, at how the report would seem to lend us support.

Virginia Cooke

List of Actions To Be Taken

Funding

1. The Commission recommends that government contributions to Canadian universities should be increased on a gradual basis to bring them to a point closer to present government contributions to state universities in the United States. The Commission recommends, in the first instance, the funding of the specific activities and programmes suggested in this Report.
2. The Commission recommends that higher education remain a provincial responsibility and that the Federal government continue (and restore) its contributions in the field of established programme financing (EPF).
3. The Commission recommends real increases in the budgets of the granting councils but it suggests that the matter of covering research overheads be left to the provinces.
4. Only provided that an income-contingent repayment loan system is instituted (see recommendation 37), the Commission believes student fees should be increased gradually to cover 25% of the general operating costs of a university.
5. The Commission strongly recommends that any revised Copyright Act retain

an exemption for purposes of study and research, such as was apparently agreed to in earlier discussions between the Federal government and the universities.

Teaching and Learning

6. The definition of scholarship should be stated clearly at each university and should include much more than the publication of research articles.
7. Professors who undertake technological or other innovations in university pedagogy should be recognized for the scholarly contribution they are making, and should be given support for their particular innovations.
8. The Commission recommends that every faculty member, on hiring and at the start of each evaluation period, be given the opportunity to decide, in concert with the department head, whether his/her evaluation will be based primarily on research (or some other form of scholarship) or on teaching. Promotion to every rank should be based on excellence in the chosen category, along with competence in the other, and faculty members should have the right to be

evaluated on a different basis at different times in their career, again in consultation with the department head.

9. Those faculty members who choose to be evaluated primarily on teaching should teach a slightly larger number of scheduled teaching hours than those being evaluated primarily on research.

10. In view of the increased student-to-faculty ratios with which universities have had to cope, the minimum average figure for any university with respect to scheduled classroom teaching hours per week per full-time faculty member during the academic term should be eight. That figure should continue to be higher than the national average at those universities that are primarily undergraduate.

13. The distribution of teaching hours throughout the undergraduate and graduate years should be carefully monitored so that all senior professors take some share in the teaching of early undergraduate courses.

14. The statistics concerning scheduled teaching hours should be widely available, department by department, and university by university.

16. Prospective new faculty members should be required to demonstrate their teaching ability as well as their research proficiency when applying to be hired.

17. Faculty development activities should receive a fixed, substantial portion of the university budget, with money made available to expand instructional

development offices (or create them where they do not exist) and to fund pedagogical innovations. (A proposed Fund for the Improvement of Education is described elsewhere.)

18. The "teaching dossier" should be widely adopted as a basis for evaluating the teaching record of faculty. Student evaluations of teaching should be applied universally, well before the end of term, and always with properly tailored forms and with an objective, scientific attitude. There should be no impediment to student-initiated public course evaluations. Peer reviews of teaching should include attendance at classes given by the person being evaluated. Every university should establish a clear policy for dealing with unsatisfactory evaluations.

19. Provincial governments should recognize the additional costs of co-op education and provide for them in university budgets.

Curricular Design

20. Given the variety of goals and beliefs related to curricular design, the Commission takes the view that there can never be on "correct" or "true" approach. I therefore recommend that, in order to ensure reasonable balance and choice, universities should continue to encourage many different individual experiments in curricular organization (as is now happening) and share the results widely. Committees of academic vice-presidents and committees of deans can serve to speed the exchange of

information but it would be helpful to have people designated on each campus to facilitate and accelerate the adoption of curricular change. Curricular experiments should be assisted financially by the Fund for Improvement of Education (see recommendation 36).

21. Interdisciplinary programs, which cohere around particular areas of application, are very promising, and should be emulated more often. With teaching oriented in this way, it will become easier to pursue research along the same lines and to devise more successful ways for funding interdisciplinary research.
22. Every few years, a random sample of graduates who left the university three or four years earlier should be surveyed concerning their work experience. This should be in addition to the regular, more general surveys of all graduates concerning their educational experience, as recommended later in this Report. Their current employers should also be surveyed under conditions of confidentiality and anonymity. The results should not go on the record of any individual but should be aggregated independently and used as a guide to the university with respect to its efforts at preparing students for the world of work. The university should share this information with the public as a means of letting people know what the current perceptions of employers are, and the responsiveness of the university to the needs of the economy.

The International Dimension

25. Internationalization should form part of the mission statement of every university and should offer increasing opportunities for year abroad and split programs, as well as educational exchanges. Federal government agencies should help fund these programs.
26. Canada's universities should enter into collaborative degree programs with appropriate foreign institutions, should emphasize courses in international marketing and government, and should extend Canada's successful co-op educational programs to include as many foreign employers as can be accommodated.

Continuing Education

28. The Commission believes that every university should have a continuing education department or office run by a person with decanal rank (or above) and adequately staffed so as to be proactive in finding and meeting needs in the community.
29. Universities should distinguish between evening credit studies, general interest courses, and specific knowledge maintenance programs and, while encouraging all three, should be increasingly involved in the latter, in co-operation with industry and labour.

Accessibility

37. The Commission strongly recommends that the Federal government institute an Income-Contingent Repayment

Student Assistance Plan, whereby student loans would be widely available and would be paid back as a surtax on the federal income tax once the recipient's income rose above certain level. Alternative arrangements could be made if necessary, as is now the case for Quebec and Northwest Territories.

39. The Federal government should continue funding a variety of initiatives with respect to higher education for native people. In particular, increased support should be given for the creation of transition years at various universities and for outreach programs to offer early university-equivalent programs closer to the native communities.
41. There is a basic need for additional earmarked funds from provincial treasuries so that modern technology can be purchased, buildings retrofitted to welcome disabled students, and student counselling services augmented.
42. There should be no prohibition concerning the taping of lectures and no disability certificate should be required for this purpose.
43. Universities should continue to implement general measures to improve the attitude toward women on campus, especially in engineering faculties.
44. Universities should work closely with school boards, and with provincial curriculum planners in order to

rewrite the mathematics and science curriculum in our high schools.

45. Special efforts are required to promote women at universities into positions of authority and to do so as rapidly as possible. If banks were places where the women did the work and the men constituted the executive, universities are looking rather like places where the women study and the men run the institution.
46. Steps must be taken to make academic careers and PhD programs more attractive to women. These include arrangements with respect to working conditions, allowances for family responsibilities, and creation of a truly gender-neutral atmosphere at the university.
47. Continued encouragement is needed for women's studies, particularly with respect to making the subject matter of all courses more balanced regarding the subject of gender.

Attrition

49. There should be a central register with a student identification number for each registered student and an indication of program, year and status (part-time or full-time). This should apply in all cases where the program is intended to lead to a degree. This information should be gathered on a national basis, possibly by the Council of Ministers of Education. An annual analysis should be produced indicating attrition rates, transfers and trends in educational patterns. The effectiveness of programs undertaken

at individual universities could then be assessed.

50. Programs to improve the first-year experience should be adopted at all universities, especially where attrition is high.

Universities and the Secondary School System

52. Liaison groups should be established between faculties of education and school boards and teacher associations in their proximity, as well as with provincial planning authorities. These liaison groups should be supported by the province and should be permitted to carry out jointly planned work to solve mutually perceived problems. These bodies should be able to apply as well for research grants from federal granting councils. The results of the efforts of liaison groups should be disseminated widely by associations or school boards.
53. When members of education faculties do sophisticated and innovative consulting work for school boards or for the proposed liaison bodies, such work should be reported on and given proper recognition.

Co-operation within Higher Education

57. Universities and nearby community colleges should organize programs taken simultaneously and equally at the two institutions, and leading to a degree which incorporates a combination of skills development and liberal education. Provincial governments should fund the development and coordinating costs of such programs.
58. Universities should expand their current efforts to help students at community colleges arrange for meaningful transfer opportunities, leading to degrees that make sense for the individual students and are accomplishable in a minimum time.

Quality Control and Performance Indicators

63. The Commission recommends strongly that the Association of Universities and Colleges of Canada create an Academic Auditing Committee which will help each university gather statistics and will annually assemble and publicize the findings.

The Flock and the Door: Some Reflections on Writing Across the Curriculum . . .

A flock [is] trickling down the hillside, in scattered groups like drops towards the stream.... The image of the flock: no external compulsion holds it, and the partnership...is never a unity constrained in walls. The closed door is the image of exclusion or death.

The flock is nothing but a heartfelt direction. It moves to its desire until the unity that guided it is lost or forgotten, and then it falls to pieces too: and locks and walls and the uses of constraint are remembered, administration rules instead of serving, and the closed door becomes an emblem of order.

For we know that the flock is happiest with its own shepherds; and no external fold, however safe, could hold it long.

Freya Stark
THE LYCIAN SHORE (1954)

Please forgive my old-fashioned indulgence in sententious quotation; my wife/therapist tells me it's a sadistic form of revenge I wreak upon my colleagues for the lost years of my life spent reading student essays. Betty Urquhart will upbraid me for being negative and apologetic, so I'd better get on with the two images that I borrowed from Freya Stark: the flock and the door. (Allan McNeill has given me special permission, in view of my advanced age and difficult family situation, to mix as many metaphors as my heart desires.)

Trying to fill Virginia Cooke's shoes--triple E size 14s--makes me aware of what she, Cheryl Dahl and others have achieved

through the WAC committee in setting up the Writing Centre. She has shepherded the flock, and her involvement with the FSA as its new President leaves me fearful that the flock may alas soon become a door.

And it's not just Virginia's partial disengagement that makes me dread the onset of the door: it is the miserable turn-out of a handful of faculty for this term's WAC meeting. This above all makes me apprehensive that all that remains may be the door.

The door of the Writing Centre, that is.

And though it is a very fine door and a true embodiment of order, a door that gives institutional shape to the otherwise merely amorphous desire to assist our students, a DOOR it nonetheless is--with the inevitable accompanying odour of "exclusion or death."

Diane Griffiths and Fay Hyndman and all the faculty volunteers past and present will know I mean no offence--that I esteem the centre for what it almost certainly is: the best resource of its kind in an educational institution in Canada. They will understand better than anyone else that the Writing Centre alone cannot achieve the goals of the WAC.

These goals can only be reached in the classroom. They can only be achieved by dedicated and informed faculty.

It is clearly not enough to conceive of Writing Across the Curriculum in terms of merely having a place where faculty can direct students. If WAC is to mean anything, if the flock is to freely roam the hillsides and not huddle forlornly in folds, it has to be thought of as a determination to foster--to model, to encourage, and to respond creatively and appropriately to--student writing.

In a word, it is to teach it. And this responsibility cannot be delegated: it unfortunately cannot be viewed as the job of others. ACROSS THE CURRICULUM embodies the notion that neither English and Communications instructors nor Writing Centre staff can do it alone.

When I spoke to Doug Hudson about the poor turnout to the WAC meeting, he used the term "a second stage" in talking about ways to rekindle faculty interest. He made some interesting suggestions about examining Native culture in a cross-disciplinary approach. I couldn't quite put his comments into any current context of the WAC initiative, but perhaps that was ultimately the whole point of his remark. Perhaps faculty need to talk and think about Stage 2.

I personally don't know which direction to head in, but I do know that I am not in the least interested in merely supervising staff and volunteers in the Writing Centre. It only seems useful to me if it is part of a larger effort to accomplish our goals. Besides, I'm a lousy shepherd.

So permit me to conclude with a call for ideas. I realize that meetings are especially tiresome these days, and soothe my disappointment over the poor turn-out to this term's meeting with the invigorating faith that next term, things will be different. Let me ask all of you who understand and value the committee's mission to make a special effort to come with your ideas and your dedication.

The door is open.

Jim Anderson
Doorman--oops!--Chairman
Writing Across the Curriculum

The New World Order: International Law and Human Rights . . .

Justice will not come until those who are not hurt feel just as indignant as those who are hurt.

Solon

The great unwritten, unshakable traditions--they are alive not just today or yesterday. They live forever, from the first of time, and no one knows when they first saw the light. These laws--I was not about to break them.

Antigone

International law has stated that human rights are so sacred that not even sovereign states can crush them. If a state does violate what the UN charter calls 'human rights and fundamental freedoms' that state can be judged to be in violation of international law.

R. Drinan

International law, in its present shape and form, came into being at the end of WWII. The carnage of the European civil war forced nation states to realize that all states should, in principle, be bound by values that transcend the security interests of a nation state. The failure of the League of Nations and the establishment of the United Nations after WWII set the stage for the creation of international law.

The first major document on international law and human rights was adopted by the UN in 1948. The Universal Declaration of Human Rights (UDHR) articulated basic values that must be adhered to if a state was to ensure a minimum of justice. The UDHR came under

strong criticism because it tended to play up the importance of political and civil rights while taking a softer line on economic, social and cultural rights. The unbalanced nature of the UDHR created its own correction. By 1976, the International Bill of Human Rights (IBHR) was accepted at the UN. The IBHR attempted to give equal weight to the five major areas of human rights: political, civil, social, economic, cultural. The fact that the five basic human rights were covered in the IBHR satisfied states of differing political perspectives. This meant that international law embodied a set of values that could not be held captive by competing political ideologies of the left, right or variants of the middle.

As various nation states signed and ratified the IBHR (not all the states have done so), they bound themselves to uphold, within their states, the values of international law. If a state willingly and flagrantly violated the values of the IBHR, they could be brought before the World Court. Unfortunately, many states ignore international law when law and security interests collide, but the mere fact that values are now part and parcel of law provides a standard by which to measure the human rights record of a state. Without this legal standard, it would be virtually impossible to challenge the human rights record of an offending state.

International law is meant to cover behaviour **within** and **between** states. States that deliberately torture, execute or brutalize their citizens can be judged as criminal states. But, states that participate through aid, trade or other political alliances with states that violate basic rights and fundamental freedoms can also be viewed as aiding and abetting crime. This means that there are two means of evaluating a state's human rights record: violations **within** a state and violations **between** states.

Indonesia and China (I could use many other states) can serve as examples to highlight my point. Indonesia is often, in travel and tourist brochures, portrayed as a paradise of sorts. But more than two and a half million Indonesians have deliberately been killed or died of starvation since 1965. East Timor, West Papua, the Aceh people in Northern Sumatra and more than 300 ethnic peoples in Indonesia have been terrorized and displaced in the last 25 years. Amnesty International has compared General Suharto (the leader of Indonesia) to Pol Pot and Idi Amin. The transmigration program in Indonesia has moved more than 3.5 million people and

some 20 million might be displaced. The brutal treatment of ethnic peoples, the illegal relocating of individuals, the massive destruction of forests and the total misuse of law by the Indonesian military clearly point out that Indonesia is a violent and lawless state. In short, within Indonesia human rights are violated on an immense scale. China is no different than Indonesia. China invaded Tibet 40 years ago, and since then 1.2 million Tibetans have died, 100,000 have been forced to flee and the Chinese occupation of Tibet contravenes all aspects of international law. China also treats its citizens in a brutal way, and China has the largest political prison camps in the world. In short, China is a brutal state that has little regard for basic human rights, yet China continues to be on the Security Council at the UN.

There is no doubt that **within** Indonesia and China international law is flouted. But the story becomes more disturbing when we realize that Canada, for example, has contributed a great deal to the ongoing slaughter in both of these states. Crimes **between** states are just as important and brutal as those **within** states. Canada has constantly downplayed the way Indonesia has treated its citizens. In fact, as the human rights situation in Indonesia has grown worse, Canadian aid and trade has increased.

Although our Prime Minister made a great deal at the Commonwealth Conference about linking aid to human rights, the Canadian record has consistently been appalling on this issue. In 1989 when the prodemocracy students were gunned down in China, Canada, within days, offered China most favoured nation trading status. China continues to be one of the largest recipients, like Indonesia, of CIDA funding even though

both states violate international law on a regular basis.

We might want, though, to bring this point closer to home. As I said, China and Indonesia have clearly broken laws, and we call those who flagrantly and consistently break the law, criminals. The Abbotsford Air and Trade Show has regularly and eagerly invited Indonesia and China to its main events. Are we, then, not inviting criminals into the Valley to amuse and entertain, and are not the criminals we invite in criminals of a substantial nature?

The New World Order has, on the one hand, laws that are, in principle, supposed to guide conduct within and between states, and yet, on the other hand, states regularly violate those laws when it suits their security and

economic concerns. This means, in essence, that the New World Order is an order, on substantial issues, that places the security interests of the rich above the law and the values embedded in international law. The task then of those concerned about values and law is both to monitor states that violate international law and challenge them to be true to their legal commitments. This role is being played by many Non-government Organizations (NGOs).

Thomas More once said, "if we cannot bring about the best, let us, at least, strive to prevent the worst." NGOs, as they attempt to monitor states' human rights activities and urge compliance to due process of law, stand within the tradition of More's adage.

Ron Dart

M E R R Y C H R I S T M A S

and

A SAFE AND PEACEFUL HOLIDAY SEASON !!

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Contract Chair	Ian McAskill	4523
Agreements Chair	Betty Harris	4510
Occupational Health & Safety	Leslie Wood	4223

Executive Meeting Schedule

Abbotsford, 1:00 p.m. (Week 4)

December	04
January	22
February	19
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June	10